

# **St. Aidan's Church of England Primary Academy**

*Fulfilling potential, growing in God*



St Aidan's Primary School  
A Church of England Academy

## **Special Educational Needs and Disability Policy**

**September 2022**

**This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.**

St Aidan's Primary School - A Church of England Academy aims to provide an education in which every child is equally valued and encouraged to achieve their full potential, within a caring Christian community from which they can learn to live their lives according to Christian principles. This underpins the positive ethos we foster, stated in our vision and mission statement:

***'Fulfilling potential, growing in God'***

### **Aims and Objectives**

**The aim of this policy is to ensure that:**

- We identify and assess children with special educational needs (SEND) at the earliest possible opportunity.
- We work within the guidance provided in the SEND Code of Practice 2014.
- We work in close partnership with parents.
- We provide all children with access to the curriculum at an appropriate level to ensure that they make the best possible progress.
- We maintain close links with external support agencies and other professionals.
- We raise the aspirations of and expectations for all pupils with SEND.
- We will focus on outcomes for children and not just hours of provision/support.
- We ensure that children are involved and informed in decisions about their education.
- We raise staff awareness
- and expertise within SEND through training.

## **Definition of Special Educational Needs**

The 2014 Code of Practice defines that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. SEN Code of Practice: 0-25 Years – Introduction xiii and xiv.*

### **There are four broad categories of SEN:**

**Communication and Interaction** – speech and language difficulties, Autistic spectrum difficulties

**Cognition and Learning** – thinking and understanding e.g. this could be all of the work in school or specific problems with reading and writing or number work.

**Social, Emotional and Mental Health** – difficulties with how they relate to or behave with other people

**Sensory and/or Physical Needs** – difficulties with fine or gross motor skills, physical disabilities

### **Identifying Special Educational Needs**

St Aidan's Primary School – A Church of England Academy will identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the child.

Children with SEND are identified by one or more of three assessment routes all of which are part of the overall monitoring progress of all pupils:

- The progress of every child is monitored at termly progress meetings following assessment carried out each term. This will identify children who are not making progress in spite of the Quality First Teaching delivered in class.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek

to identify a cause and may refer to the Special Educational Needs Co-ordinator (SENCO). Indicators may be:

1. A child makes significantly slower progress than that of their peers starting from the same baseline.
  2. A child fails to match or better their previous rate of progress.
  3. A child fails to close the attainment gap between him/herself and their peers.
- Parents may ask us to look more closely at their child's learning. We take all parental concerns seriously and investigate them. Frequently, the concern can be addressed by Quality First Teaching or parental support. Otherwise, the child can be placed at School Support on our SEND Profile.

The SENCO can undertake a range of standardised tests with children and can use these assessments to inform teachers' own understanding and assessments of a child.

Although school can identify special educational needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Once a child is identified as having special educational needs the SENCO and class teacher may invite parents to a meeting to:

- inform them that their child is being placed at SEND support
- discuss any assessments that have been completed
- agree a plan of provision for the next term.

If appropriate and depending on the age of the child they may be invited to attend all or part of the meeting.

This is the start of the graduated response required in the Code of Practice, 'Assess, Plan, Do, Review'.

Records of meetings will be kept and copies made available for parents. Parents and children will be invited to meetings to review progress made, set targets and agree provision for the next term.

## **School Support**

Any provision/action that is in addition to or different from that available to all will be recorded on an **Individual Outcome Plan (IOP)**. The IOP will be written by the class teacher in consultation with the SENCO, support staff and, if appropriate, the pupil. It will detail the SMART (Specific, Measurable, Achievable and Timed) targets set and will be agreed and signed by parents/carers. It will be reviewed at least twice a year.

A 'One Page Profile' form will be completed by the child. The child will be placed on the school's SEND Profile.

Provision for children identified may include access to different learning materials, programmes of work or special equipment. It may involve introducing group or individual support with a Support Assistant or additional pastoral support. The support will be led by the class teacher in partnership with the SENCO. It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make 'good enough progress', and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Progress towards targets will be tracked and reviewed through an Assess, Plan, Do, review model, and will be repeated as many times as is necessary. (see within the SEND folder)

In many cases, such planning will mean that our pupils with SEND will be able to study the full Curriculum. Potential areas of difficulty will be identified and addressed at the outset.

Should a child who has been placed on the school's SEN Profile

- Continue to make little or no progress in specific areas over an agreed period.
- Continue to be working at levels substantially below that expected of children of a similar age.
- Continue to have difficulty in developing literacy and maths skills.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of other children, despite having an individualised behaviour management programme.
- Have sensory or physical needs that require additional or specialist equipment or regular advice/visits from a specialist service.
- Have ongoing communication or interaction difficulties that impede on the development of social relationships and cause substantial barriers to learning.

External agencies can be consulted.

## **External Agencies**

**External agencies** will be involved to provide further assessment, advice and strategies. The pupil at will continue to have an IOP. The input from external services will help to inform the IOP in planning for the needs of the child. Parents will be asked permission for referral to outside agencies and they and pupils will be kept fully informed about the involvement. Agencies can support in developing new targets and assisting in the measurement of progress against targets. St Aidan's Primary

School – A Church of England Academy accesses a number of agencies in order to support children with SEND including:

**LA Educational Psychologist**

**Speech and Language Therapists NHS**

**Speech Bubble – Speech and Language Therapist within school**

**School Nurse**

**Medical Services**

**Occupational Health**

**Children's Social Care**

**Primary Mental Health team**

**SEND Support Service- includes advisory teachers in a variety of areas including Early Years, Sensory impairment, ASD, Speech & Language and Physical Disabilities**

**Pupil Referral Unit**

**The Heights Free School**

**Place2be**

### **About Place2be**

'School buys into the services of Place2Be. Place2Be is a national charity working to improve the confidence and emotional wellbeing of children. We help children to develop resilience by supporting them when they are experiencing challenging life issues and helping them to develop self-confidence and lifelong coping skills. When they are supported in this way, they are able to learn more easily and that means less worry for parents. Place2Be works with children on a one-to-one basis, offering regular time-tabled support for those who will benefit most. The school will often refer children for this service. Place2Be also work with pupils to have help with friendship issues and other worries by choosing to visit Place2Talk. These short lunchtime sessions are open to individuals and to groups'.

The SEND budget that school receives each year is currently managed to ensure funding is specific and effective in meeting the need, provision, progress and achievement of all SEND pupils.

### **Education and Health Care Plans**

Should a pupil continue to demonstrate a significant cause for concern, despite additional support a request for an **Education, Health and Care Plan (EHCP)** may be made to the **Local Authority (LA)**. The LA Statutory Assessment Panel considers the needs of the child and whether their criteria are met. Prior to the application for an EHC Plan an '**All About Me Meeting**' will be arranged for parents/carers, the child, the LA SEN Officer and the school together with any health or social care professionals

who may be involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face.

## **Reviewing Progress**

All pupils receiving SEN support will have their progress monitored on a regular basis, at Parents' Evenings and termly parent/teacher meetings. The SENCO may be part of that review as well as a representative from any outside agency that may be involved.

If a pupil has an EHCP then their progress is also discussed during the Annual Review meeting. The pupil, parents/carers, all teaching staff and agencies working with the pupil are invited to contribute to the review. A representative from the LA is also invited.

## **Roles and Responsibilities**

The **Head teacher** has responsibility for the day-to-day management of SEND. The **SENCO** in collaboration with the Head teacher and the governing body plays a key role in determining the strategic development of the SEND policy and the provision in school in order to raise the achievement of children with SEND. This includes:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the provision for children with SEND
- Liaising with and advising class teachers
- Managing support assistants
- Overseeing the records of children with SEND
- Liaising with parents/carers of children with SEND
- Contributing to the professional development of staff
- Liaising with external agencies.

There will be a **named governor** for special educational needs, but the **Local Governing committee** as a whole is responsible for making provision for pupils with special educational needs by:

- Having responsibility for the implementation of the SEND policy
- Being involved in developing and monitoring the SEND policy
- Having up to date knowledge about the school's SEND provision, including funding
- Knowing how equipment and personnel resources are deployed
- Ensuring that SEND provision is an integral part of the School Development Plan

- Ensuring that the quality of SEND provision is continually monitored
- Ensuring that the SEND policy is subject to a regular cycle of monitoring, evaluation and review
- Liaising with the Head teacher, SENCO and staff
- Reporting annually to parents on the implementation of the SEND policy and any changes during the last school year.

### **Class Teachers role**

All our class teachers are trained to work with children with SEN and deliver Quality First teaching. They all have access to advice, information, resources and training to enable them to teach all children effectively. The role of all class teachers involves being able:

- To identify the Special Educational Needs of individual children in their class
- To contribute and maintain the Pupil Passports of all SEND children in their class
- To know which pupils in their class have additional needs and to ensure that the planning and delivery of lessons is differentiated and supported appropriately
- To regularly assess and monitor progress of the SEND children in their class, recognising poor progress and inform SENCO to review provision and strategies
- To set individual targets for children (IOPs) with SEND and contribute to planning targets for those with EHC Plans
- To ensure targets are reviewed with parents (and child if appropriate) termly
- To ensure that Support Assistants are supporting children in their class, as directed.
- To provide experiences that are appropriate to the needs of the child
- To attend relevant training courses

### **Support Assistants role:**

- To carry out activities and learning programmes planned by the class teacher or SENCO
- To keep records of this work as requested
- To support children in class or by withdrawing children and small groups
- To attend relevant training courses
- To be aware of the school's SEND policy.

### **Evaluation of Success**

The governors will evaluate the success of this policy within the school by enquiring about how effectively pupils with special educational needs participate in the

whole curriculum and all activities. Governors' judgements will be based on an overview. They will not enquire into individual cases.

## **Admission Arrangements**

All admissions to St Aidan's Primary School – A Church of England Academy are based on the school's Admissions Policy. There is no differentiation made between pupils with or without special educational needs. Parent/Carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that discussion and planning can take place. The school has two disabled toilets, one with a shower.

## **Transfer**

St Aidan's Primary School – A Church of England Academy does understand that it is difficult for children and parents/carers as they move to a new class or a new school and we will do what we can, according to the individual needs of a child, make transitions as smooth as possible. If a child has been identified with special educational needs at their nursery for example, the Reception Class teacher or SENCO will attend a transition meeting in order to meet with parents and share background information with any professionals that may be involved with the support of the child. In fact the Reception Class teacher will visit all children who are to join the class at home before they begin school.

St Aidan's Primary School does have a good working relationship with Secondary schools and the SENCO and the Year 6 Class teacher liaise with SENCO and Year 7 Staff from those schools during the last two terms in Key Stage 2. This ensures that at the transition to Key Stage 3 (Year 7) to the receiving schools are fully informed about specific needs of pupils.

Advanced planning for pupils with EHC's in Year 5 allows for appropriate options for transfer to be considered.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered.

## **Complaints**

The child's class teacher and the SENCO will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If concerns cannot be resolved by the usual school procedures then parents can



request support from the Parent Partnership Service who may then involve the Independent Disagreement Resolution Service.

## **Review**

*This policy will be revised and updated as necessary and appropriate to take into account of local and national arrangements for the provision for SEND. This process will otherwise take place bi-annually in consultation with staff, governors and other involved personnel.*

Parents can access information regarding school's provision at <http://www.bwb-localoffer.org.uk/kb5/blackburn/directory/localofferpage>

Amanda Whigham SENCO (Special Educational Needs Co-ordinator)

Date completed : September 2022

Review date : September 2024

**Please see Graduated Response and One Page Profile within SEND documents**